

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kingsclere CE Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	19.1% (Ever6 FSM)
Academic year/years that our current pupil premium strategy plan covers	2024-25 Including 3-year overview details
Date this statement was published	8 th October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Jo Messenger
Pupil premium lead	Mrs Karen Bentall
Governor / Trustee lead	Mrs Claire Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,926
Pupil premium funding (and recovery premium*) carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£66,926

Part A: Pupil premium strategy plan

Statement of intent

In line with our school vision, values and statement of inclusion, this strategy sets out how we intend to support our most vulnerable pupils to ensure good attainment, progress and development for all.

Rationale for spending priority:

- 1. Targeted academic attainment and progress*
- 2. Improving attendance where required*
- 3. Social and emotional wellbeing of pupils*
- 4. Meeting basic care needs*
- 5. Enrichment opportunities*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Socio-Economic Factors - additional family vulnerabilities, particularly taking into account the current 'cost of living' crisis, which can lead to a range of challenges such as limited access to resources, inadequate housing, and insufficient nutrition. These factors can affect a child's overall well-being and readiness to learn.
2	Social and Emotional Well-being: Children facing socioeconomic challenges may also experience social and emotional difficulties. These can include issues such as low self-esteem, behavioural problems, or mental health issues, which may impact their ability to engage in learning.
3	Language barriers - Poor early and continued expressive language development (including vocabulary acquisition). Children from disadvantaged backgrounds may face language barriers that can affect their communication skills and ability to fully participate in the learning environment. This can lead to feelings of isolation and hinder their academic progress.
4	Special Educational Needs (SEN): A high level of PP children are also SEND 13/38 (34%). Identifying and addressing these needs requires additional resources and support to ensure that every child receives an inclusive education.

5	<p>Parental engagement - Some children from disadvantaged backgrounds may lack the necessary support from home to supplement their education, this can include parental involvement in their learning because of time, perceived skills or reduced expectations as well as access to enrichment opportunities such as cultural events or extracurricular opportunities and resources outside of lesson time.</p>
6	<p>Lower attendance than non-disadvantaged pupils - Some children eligible for Pupil Premium funding may experience challenges with attendance and punctuality. Factors such as unstable home environments, health issues, or lack of reliable transportation can contribute to irregular school attendance.</p>
7	<p>Access to environment (and technology) to support learning - Some children from disadvantaged backgrounds may lack the necessary support and resources at home to complement their education. This can include limited access to books, educational materials, and parental involvement in their learning.</p>
8	<p>Additional complex Special Educational Needs and Disability (SEND) factors – currently 3 of the 38 children in receipt of PP funding also have an EHCP and 4 further applications are pending early 2024. An additional 7 children require SEND Support.</p>
9	<p>Ongoing inequalities following disrupted and inconsistent access to structured learning throughout the Covid-19 crisis (March 2020 – July 2021). Children receiving Pupil Premium funding faced educational inequality due to disparities in access to quality teaching, resources, and extracurricular activities to a significantly greater extent than their peers. This has produced widening gaps in learning which, in many cases, continues to hinder their academic progress and limits opportunities for enrichment.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Action points/Success Criteria
<p>To reduce the school attendance % difference between PP and non-PP children so that disadvantaged attendance data is in line with, or above, local / national data</p>	<p>Close daily monitoring and tracking of attendance and lateness in line with Policy, including telephone calls on each day of absence, attendance surgeries with the headteacher and support from school and external agencies.</p> <p>Actions are recorded for individuals on the school CPOMS system.</p> <p>Regular reviews with parents/carers take place in line with 'Working Together to Improve Attendance', Attendance Policy and 'Hampshire's Code of Conduct for issuing Penalty Notices' for persistent absentees. The Headteacher and SLT monitor attendance and analyse data.</p> <p>Evidence base:</p> <ul style="list-style-type: none"> • CPOMs records • Attendance records on Scholarpack • Parent consultation meetings • Attendance Tracker
<p>To reduce the % difference between participation of disadvantaged pupils and non-disadvantaged pupils in school led activities such as clubs, trips, expert visitors and when representing the school</p>	<p>Staff to promote school clubs specifically to disadvantaged pupils as part of individual profile actions with the aim for all PP children to be part of an enrichment club.</p> <p>Funding to be made available to provide financial assistance for paid school clubs and educational visits to children in receipt of Pupil Premium funding.</p> <p>Disadvantaged children to be prioritised as school representatives internally and to other schools.</p> <p>Bespoke provision through Pupil Profiles for ALL pupils in receipt of Pupil Premium funding will include consideration of termly provisions.</p> <p>Sample pupil conferencing to investigate reasons behind lack of participation in school</p>

	<p>clubs and options available to further encourage participation.</p> <p>Records of attendance at school clubs to be closely monitored.</p> <p>Records of attendance at educational visits to be closely monitored by the Pupil Premium Lead.</p> <p>Evidence base:</p> <ul style="list-style-type: none"> • Budget provision for support with funding enrichment opportunities • Records of pupil representatives and responsibilities • Individual Pupil profiles • Sample pupil conferencing • Records of attendance at educational visits • Records of attendance at school clubs
<p>To raise attainment of disadvantaged pupils, such that progress data is in line with, or above, local / national levels, ensuring good progress for all</p>	<p>School invests in high-quality teaching and professional development for staff, to ensure effective classroom instruction especially for pupils needs who are in receipt of Pupil Premium funding.</p> <p>Adapted instruction to meet the diverse learning needs of all students, including those receiving Pupil Premium funding.</p> <p>Termly Pupil Progress meetings will consider progress of ALL pupils in receipt of Pupil Premium funding, which includes consideration of termly provisions for additional support in learning including home learning support and interventions to identify specific action points to address any identified needs. This is monitored through the Pupil Profile. Individual Pupil Profiles support all pupils in receipt of Pupil Premium funding</p> <p>Evidence base:</p> <ul style="list-style-type: none"> • Records of CPD for all staff • Internal assessment results • External attainment results • Pupil Progress meeting minutes and action points for monitoring • Subject Leader Monitoring • Individual Pupil Profiles

<p>To improve the engagement of parents/carers of disadvantaged pupils with school activities</p>	<p>Parent/Carer sample conferencing to identify most appropriate timing of events, how they might best be involved in specific events, preferred communication methods and what resources might facilitate participation.</p> <p>Promotion of positive relationships between parents/carers and staff through school newsletters, weekly phase newsletters, telephone communication, office contact. This is monitored through parent/carer survey/sample conferencing, invitations to Educational Visits.</p> <p>Evidence base:</p> <ul style="list-style-type: none"> • CPOMS logs • Careful monitoring of parent/carer attendance at Parent/Carer Workshops, Consultation Evenings and Outcome/Showcase events to analyse impact • Parent/Carer survey • Parent/Carer Evening's verbal feedback • Parent/Carer sample conferencing
<p>Disadvantaged pupils report feeling safe, happy and successful within school</p>	<p>Pupils in receipt of Pupil Premium funding to be prioritised for ELSA provision – to be recorded and monitored termly, and identified in Individual Pupil Profile.</p> <p>Pupils in receipt of Pupil Premium funding to have bespoke termly provision through an Individual Profile ensuring additional adult contact is provided where appropriate. This is monitored regularly by all school staff.</p> <p>Adapted/differentiated instruction to meet the diverse learning needs of all students, including those receiving Pupil Premium funding.</p> <p>Pupils in receipt of Pupil Premium funding to participate in opportunities to represent the school at events inside and beyond the school.</p> <p>Evidence base:</p> <ul style="list-style-type: none"> • Pupil conferencing • Records of ELSA provision and registers • Planning, pupil conferencing and book monitoring to include sample of pupils in receipt of Pupil Premium • Analysis of records of interventions and Pupil Progress meetings notes

	<ul style="list-style-type: none"> • Provision and monitoring of Pupil Profiles and pupil survey
<p>To improve the access to and engagement in home learning</p>	<p>All children receive home learning in line with school guidelines.</p> <p>Pupils in receipt of Pupil Premium funding to be offered support with home learning through free lunchtime club run by staff, including qualified teacher.</p> <p>Pupils in receipt of Pupil Premium funding to be offered resources/guidance to complete home learning (e.g., pencils, art resources etc) to help create a positive learning environment at home.</p> <p>Parents/Carers to be consulted where pupils are not completing home learning activities and offered support as required.</p> <p>Pupils in receipt of Pupil Premium funding to be offered additional in-school reading opportunities as priority readers during the school day where possible.</p> <p>Evidence base:</p> <ul style="list-style-type: none"> • Attendance records at Home Learning Club • Monitoring of Home Learning tasks completed by class teachers • Pupil Progress notes

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA and LSA additional support	EEF - Small group / TA intervention https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants	3, 4, 8, 9
Staff CPD – ‘Connect the Dots’ (Relationship, Mindset, Memory, coregulation training, Pupil Profile training)	EEF – Metacognition / Self-regulation https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation Pupil behavioural support training https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/behaviour Covid19 Social Study (UCL 2020) Report Weeks 70-84 DFE 2022 Green Paper SEND Code of Practice EEF - Working with parents https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents	2, 3, 4, 8
ELSA and TALA trained staff	EEF - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel Covid19 Social Study (UCL 2020) Coalition for Youth Mental Health in Schools (2021) *ELSA – Emotional Learning Support *TALA – Therapeutic Active Listening	2, 3, 4, 6, 8
Happy Minds set up and training	Happy Mind Impact Report – supporting children’s resilience and wellbeing About - myHappyMind	1, 2, 3, 4, 5, 6, 8, 9
Identified Pupil Premium Lead (SLT)	Harris & Goodall (2007) Parental engagement Kallivayalil & Thomas (2019) Parental engagement Robbins & Dempster (2021) Four Pillars of Parental Engagement Working together to improve school attendance (DfE 2024) EEF Guide to the pupil Premium https://educationendowmentfoundation.org.uk/educationevidence/using-pupil-premium	4, 5, 6, 7, 8, 9

	EEF - Working with parents https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents	
Oracy Project through HIAS Core Subject Leaders	Developing children's oracy skills Voice21-Impact-Report-2024-web.pdf	

Targeted academic support

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions / catchup, including:</p> <ul style="list-style-type: none"> -Language link -IDL -Phonics Intervention - ELSA/TALA - SHINE + PUMA - Speech and Language - Occupational Therapy - PHAB <p>diagnostics and training</p> <p>Assessment and intervention 1:1 provision and bespoke curriculum and timetables</p>	<p>EEF – phonics / oral language interventions https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p> <p>EEF – Reading comprehension strategies https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</p> <p>EEF – Small group / TA interventions https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p> <p>EEF Improving the teaching and learning of Literacy https://educationendowmentfoundation.org.uk/guidancefor-teachers/literacy</p> <p>EEF Improving the teaching and learning of Mathematics https://educationendowmentfoundation.org.uk/guidancefor-teachers/mathematics</p>	2, 3, 4, 7, 8, 9
Adherence to Attendance Policy and support for parents/carers	<p>DFE Working together to improve school attendance (2024)</p> <p>EEF Attendance interventions https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/attendance-interventionsrapid-evidence-assessment</p>	2, 4, 5, 6, 8

National Tutoring - Home Learning club	EEF Home Learning https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework	1, 2, 4, 5, 7, 8, 9
After school/lunchtime clubs	EEF Oral language interventions (Thinking Club, external provision Dance Club) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions EEF extending school time https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/extending-school-time	1, 2, 3, 4, 5, 7, 8, 9
Y6 Maths Booster	EEF – Small group / TA interventions https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition EEF extending school time https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/extending-school-time	1, 2, 5, 7, 9

Wider strategies

Budgeted cost: £ 6,926

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA, TALA, Conkers outdoor learning Time to Talk sessions, pastoral check-ins	EEF – social and emotional learning https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionalllearning	2, 6, 9
Rise and Shine breakfast club – funding for provisions, room and staffing	Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report (DfE) EEF extending school time https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/extending-school-time EEF Breakfast clubs and meal provision https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/magic-breakfast Working together to improve school attendance (2024 DfE)	1, 2, 6

Transforming Lives for Good	Mentoring programme to support challenges that children may face TLG - Transforming lives for good	1, 2, 3, 4, 6, 8, 9
Parent workshops – English and Maths Showcase/Outcome events	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents EEF - Home Learning https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/summer-schools	2, 3, 4, 5, 7, 8, 9
Enrichment provision: music / sports / extracurricular (including funding for educational visits)	EEF – Arts Participation https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	1, 2, 3, 4, 6, 7, 8, 9
Meeting basic needs (e.g. providing uniform or stationery)	Maslow’s hierarchy of need EEF Parental engagement https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement EEF School uniform https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/school-uniform	1, 5
Individualised support (e.g. provision of therapeutic services)	EEF – social and emotional learning / behaviour interventions https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionalllearning	2, 6, 8

Total budgeted cost: £ 66,926

Part B: Review of outcomes in the previous academic year
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

During 2023 to 2024 Kingsclere CE Primary School provided free or subsidised clubs for Pupil Premium children and the percentage of Pupil Premium children participating in enrichment clubs increased to 84% in the Summer Term 2024. See table below showing comparisons:

Percentage of PP children participating in enrichment clubs		
Summer 2023	Autumn 2023	Summer 2024
68%	72%	84%

On average 64% of our Pupil Premium children required additional intervention support in addition to daily quality first teaching supporting pupils in making progress in their individual areas of need.

On average over the year, 38% of children had additional 1:1 or small group support sessions for Emotional Learning Support to support their mental health and well-being.

82% of the Rise and Shine Club attendees were Pupil Premium and the club helped to support children to have a 'soft start' to the school day including a school breakfast.

We subscribe to the School Library Service. We provided a pack of book loans through the SLS@Home scheme for all PP children to read independently or share with family and read over the holiday.

We aim to support our PP parents/carers in coming in to school to attend curriculum events, parents/carers evenings and support on trips. This is through face-to-face personal invitations or a phone call home. As a result, 91% of our PP parents/carers regularly have attended 3 or more school events each half term.

Pupil Premium attendance at the end of the 2023 – 2024 academic year was 90% and this was close to national at 91.9%.

We tracked our Pupil Premium attainment in Years 1 to 5 in Reading, Writing and Maths. Children made significant progress from their original starting points (Autumn to Summer 2023). Figures refer to % ARE+ or above:

Year 1 – 5 Pupil Premium ARE+

Academic Year 2023-24	Reading	Writing	Maths
Autumn 1 2023 all PP	36%	27%	42%
Autumn 1 2023 PP excluding SEND	46%	36%	55%
Summer 2 2024 all PP	47%	38%	50%
Summer 2 2024 PP excluding SEND	64%	45%	64%

Year 6 Pupil Premium statutory data (for end of KS2) was above in Reading for Pupil Premium children compared to local and national averages but below in Writing and maths for Pupil Premium children. The School Improvement Plan includes areas for next steps to continue to close the gap between Pupil Premium and Non-Pupil Premium attainment, e.g., the school are taking part in an Oracy Project to develop pupils oracy and progress in core subjects.

Kingsclere CE Primary School Pupil Premium attainment data in the phonics screening check was 75%, above local and national outcomes for disadvantaged children in 2024. 82% of Year 1 children passed the Phonics Screening test in the academic year 2023 - 2024. In Year 2, 100% of PP children passed the Phonics Screening test.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths on the Move	Active360
Play Therapy	Sheila Ovenden

Further information

3-year overview:

- *Targeted improvement in core and foundation subject learning (dependant on attainment data) in line with School Improvement Plan*
- *Renew and update intervention provision, including staff training*
- *Extended oracy development programme*
- *Extended enrichment programme*
- *Review and improvement of technology support and home learning support*
- *Improve parental involvement and skills in supporting learning*
- *Additional support for children's mental health and wellbeing*